

# Kentucky Teacher

## Department Clarifies Ethics in Marking Student Papers

By Fran Salyers  
Kentucky Department of Education

A recent increase in questions from teachers and administrators has prompted Education Commissioner Wilmer Cody and the Department of Education staff to clarify what is and isn't appropriate when marking student papers that may become part of writing portfolios.

These questions are centered on the portfolio section of the Code of Ethics, which applies only to portfolio-suitable writing (personal narratives, short stories, poems, proposals, letters and other kinds of practical, real-world writing). In an effective writing program, the great majority of writing that students complete — discussion questions, test questions, grammar exercises, learning logs — would not be suitable for the portfolio and would not be affected by the Code of Ethics.

"From media reports and other sources, some educators have the impression they are not allowed to mark on student papers," Cody said. "That's not the case. Kentucky's Code of Ethics for Appropriate Testing Practices allows teachers to respond extensively to student writing and comment on editing and content issues."

The goal of writing assessment, he said, is to improve student writing. To accomplish that goal, the criteria used to assess student writing — organization, idea development, sentence structure, usage, spelling

and punctuation — must be integrated into instruction.

"The issue here is not whether teachers can mark students' papers, but how they do it," Cody said. "The Code of Ethics stipulates that teachers make their comments in ways that encourage students to be better communicators and independent editors."

Starr Lewis, a manager in the Department of Education's Division of Portfolio Initiatives, said the key is to alert students to errors or weaknesses in their writing without making the corrections for them.

"Within the bounds of the Code of Ethics, teachers can point to the error or mark it with a circle, an arrow or a highlighter," Lewis said. "They may ask students questions orally or in writing and prompt them to think about purpose, organization or other criteria. They can alert students to errors in several ways, but only the students are to make the corrections and improvements."

Lewis said that while all educators are concerned about responding to student writing in ethical ways, it's important to focus on an instructional question: What kind of response does this writer need from me to learn how to be a better communicator and a more independent editor?

"By making corrections the responsibility of the students, we're

supporting learning," Lewis said. "Students maintain ownership of their own work, and they learn writing rules, techniques and strategies they can apply in the future."

The Division of Portfolio Initiatives reminds teachers that the Code of Ethics applies only to portfolio-suitable writings from which students will choose five pieces to include in their individual assessment portfolios

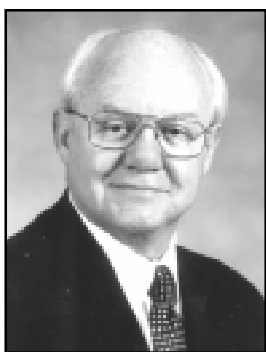
and on which they will reflect in their letters to portfolio reviewers. Teachers who want to make corrections as part of instruction have plenty of opportunities to do so. They can make corrections on the writings their students do as part of daily learning exercises and practice.

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Photo by Rick McComb

**PUTTING THOUGHTS ON PAPER** — Kaleb Lamb gets some support from resource teacher Elizabeth Williams as he tackles a writing assignment at McRoberts Elementary School in the Jenkins Independent district.



# COMMISSIONER'S COMMENT

By Wilmer S. Cody, Commissioner of Education

## Teachers Must Grow Professionally If Students Are to Succeed Academically

The goal of Kentucky's public education system is to create and maintain high-performance schools in which every student has the opportunity to learn and succeed. Achieving this goal depends in large measure on administrators and instructional staff possessing solid, up-to-date academic and professional skills.

When educators don't have these skills, it is highly unlikely that they will be successful in the classroom or be able to assume meaningful roles for the benefit of students. It is the challenge of professional development to provide teachers the tools and the desire to become life-long learners.

Seizing on this conviction, the Department of Education, in association with other education partners, has developed a systematic approach to achieving high-quality professional development for educators. This approach brings the personal growth of educators into alignment with district consolidated planning efforts for the purpose of improving teacher and student performance. It has several key features:

### Standards

Reform efforts in Kentucky and throughout the nation have called for higher standards of achievement for students and instructional staff. Standards can serve as a powerful organizational tool for districts as they set goals for student — and educator — achievement. State standards become even more powerful when they are embraced and reinforced at the district and school levels and are closely tied to a continuing analysis of student work and classroom practice.

### Benchmarks

Benchmarks of effectiveness are markers or "road signs" of progress toward a goal. The Division of Professional Development has adopted three benchmarks (see Page 10) as compass points to ensure high-quality professional development is taking place.

### Infrastructure

The most effective professional development systems are built on infrastructures that relate teachers' needs to student performance. A powerful professional development example would be activities that bring teachers together to discuss student performance and the teaching that brought about that performance. When such discussions occur, professional development needs become evident. School councils, school staffs and district support personnel can then plan accordingly, aligning all professional development activities with district and school standards and reform efforts.

### Consolidated Plan

Professional development efforts are most effective when they are part of the district's consolidated planning process. Just as benchmarks are quality control indicators and the infrastructure is a model for alignment, the consolidated plan is professional development's impact statement. It connects professional development, high-quality teaching and

student learning as envisioned by systemic reform. It is the foundation for continuous evaluation and improvement of all professional development initiatives.

Kentucky's approach to professional development recognizes that the major consideration for achieving top-quality professional development is student achievement. In Kentucky public education, excellent professional development is fundamental to effective teaching and higher student achievement in all classrooms at every grade level. The role of teachers in this process is to work individually and collaboratively to ensure continuing, results-driven professional growth. The school community role

is to conceptualize professional development as the shared responsibility of both the institution and the individual. Teachers and other educators must accept the continuing responsibility for their professional growth and development. The Department of Education's role in this process is to provide resources, guidance and opportunities.

Pages 5-12 in this issue provide information and tools teachers can use to set their individual professional development goals. For more about this topic, go to the Department of Education's Web page at [www.kde.state.ky.us](http://www.kde.state.ky.us).

### Special Announcement From the Commissioner

#### Department Commits to Increased Technical Assistance on School Safety

Two months separate us from the terrible violence that besieged a Western Kentucky high school, killing three students and injuring five. As we wrestle with the inevitable "why," we must turn our efforts to "how": How can we make every school a safe place?

Even before the Western Kentucky tragedy, the state Department of Education was in communication with the National Safe and Drug-Free Schools Program, requesting help with school safety and security matters. Our mission is to prepare and deliver high levels of safety-focused technical assistance to districts and schools. The April issue of *Kentucky Teacher* will update you on our progress. An eight-page section will spotlight some effective approaches to creating a school environment in which everyone feels productive, accepted, respected and safe.



# It's **Winter** — the Perfect Time to Plan for **Summer** Success!

By Sharon Crouch Farmer  
Kentucky Department of Education

Extended school services (ESS) programs, normally confined to the end of a regular school day, can become more than just remediation when summer rolls around. With extra time, limited focus and a little creativity, summer ESS programs can be fun for both students and teachers. The creative initiatives of two school districts outlined here might provide some ideas.

## **Hardin County Camp Means a Jump Start to 4th Grade**

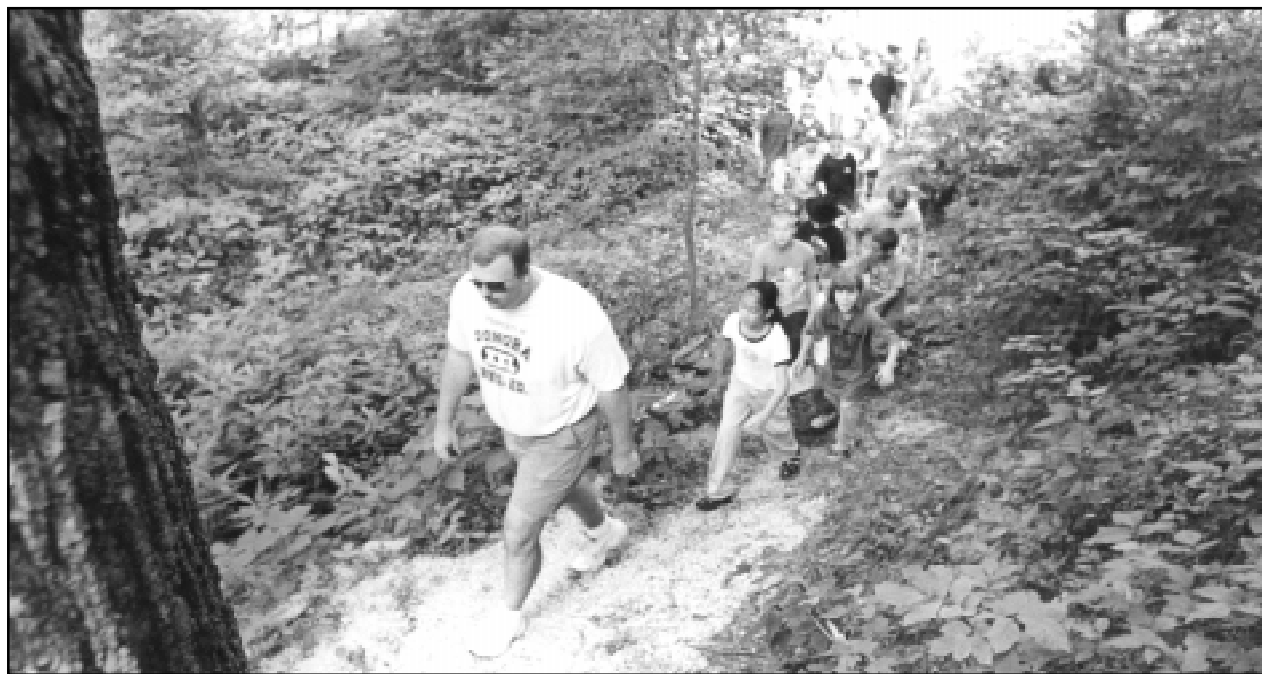
You might think it takes nerves of steel for teachers to take a bunch of 4th-graders hiking, identifying flora and fauna, along the banks of the Nolin River. Not to mention swimming and canoeing!

When parents, school council representatives, community members and principals met two years ago at Hardin County's Nolin Family Focus Center, they were looking for ways to use community resources to expose children to things they might not normally experience. "The Nolin River is one of the community's biggest resources," said Lynnvale Principal E.G. Thompson, "so it became the heart of our summer ESS program."

The district, with funds from an ESS Innovative Grant, Goals 2000 and the local board of education, opened

a summer camp for students from the five rural elementary schools — Western, Lynnvale, Howeavale, Sonora and Upton — served by the Nolin Family Focus Center. "The idea was to give these students a jump start into the 4th grade," said Patty Wren, camp coordinator.

The goal was for each student to get two portfolio-potential projects under way for the 4th grade. All projects would revolve around a water theme. For example, students visited two water processing plants and created their own water filtration systems.



David Wyatt leads the way as Hardin County students take a nature walk during the district's "summer camp" program. Wyatt, a teacher at Sonora Elementary during last summer's camp, is now the school's principal.

White Mills Christian Camp partnered with the schools to offer canoeing, pairing two adults with two students in each canoe. Instruction in swimming, water safety and first aid were also offered.

A local farmer invited camp participants to help "mark" flora and fauna on a nature trail he was developing along the river. As the students hiked, they erected markers identifying the plants and kept notes for a pamphlet to be published when the trail is completed.

How did the Hardin County district earn the community support needed to make this camp a success? "We just asked," Thompson said with a smile. "We looked at what resources were offered in the community and asked for help."

*For more information about this program, phone Hardin County ESS coordinator Pam Kelley at (502) 769-8800.*

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## Marking Student Writing

Continued From Page 1

### Examples of Appropriate Responses to Errors in Student Writing

From a piece of student writing:  
*When we arived Lindsey and I wanted to ride the Vortex first. As I stod in line I never expected it to be what it was.*

Some responses possible under the Code of Ethics:

- The teacher could say to the student or write on the student's paper: "You seem to be having a problem with commas after introductory elements. I have placed a check in the margin on the lines containing comma errors. Also, you have some spelling errors to correct. Proofread carefully."

- The teacher could put a circle after *arived* and after *line* to indicate errors. The teacher could also circle *arived* and *stod* and write "sp" or "spelling" over the circles.

Some responses that provide the corrections and therefore are beyond the bounds of the Code of Ethics:

- Drawing lines through *arived* and *stod* and writing *arrived* and *stood*.

- Placing a comma after *arived* and after *line*.

- Adding language to the student writing such as adding "because we had heard so much about how exciting and scary the ride was" at the end of the first sentence.

### Resources

For more examples, contact a writing cluster leader, district assessment coordinator or regional writing consultant. This topic also is covered in a video, "Getting Started With Writing Portfolios."

To order a copy, phone KET at (800) 432-0951.

For additional assistance with writing portfolios, contact Starr Lewis at the Department of Education, 500 Mero St., Frankfort, KY 40601; (502) 564-9853; [slewis@kde.state.ky.us](mailto:slewis@kde.state.ky.us).

# It's Winter—the Perfect Time to Plan for Summer Success!

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## Marshall County Camp Prepares Students for High School Math

Summer band and sports camps have been delighting students and parents for years — and preparing students for activities ahead. Could the summer camp concept work with mathematics? Marshall County gave it a try with Algebra Explosion.

"We wanted to introduce students leaving the 8th grade to what they would be exposed to in high school mathematics," said Kathy Clark, a mathematics teacher at Marshall County High School and the camp's coordinator. "We used an Extended School Services Innovative Grant to develop an algebra camp last summer. With funds from the local school board, we continued the program with tutoring and parent contacts throughout the school year."

The five evening sessions of Algebra Explosion last summer were voluntary for both at-risk and accelerated incoming freshmen from Benton Middle, North Marshall Middle, South Marshall Middle and Marshall County High. Although students were not required to show up every night, attendance averaged 45 per session. "We had parent conferences and mailings [about the camp] throughout the year, and I think that paid off," Clark said.

A goal was to spot students who might have high anxiety about mathematics, Clark explained. Small group settings gave anxious students a chance to watch others be successful, get used to the teachers and gain a comfort level.

Teacher-volunteers designed the five evening sessions around 10 learning centers:

1. Get a Grip on Graphs
2. Candles (data collection)



Students Amber Shaw (left) and Jacquelyn Lyles get the drop on learning by playing a mathematics game during Marshall County's Algebra Explosion summer program.

3. Equations (a review of basic skills)
4. Unbelievable Flying Objects (formulas and flight)
5. Areas (using formulas to solve problems)
6. Popcorn (graphing calculator)
7. Logic and Applications
8. Basic Skills (combining like terms)
9. Volume (a continuation of Areas)
10. But Will It Fly? (a continuation of UFOs)

Each teacher was responsible for two learning centers. Students passed through each center in small groups. Activities included experiments not feasible in the larger classes of the regular school year. Students also visited a networked computer lab to ex-

plore self-tutorial Algebra software.

At the camp's end, teachers surveyed reported that significantly high numbers of students had demonstrated a positive change in attitude and effort. In fact, the camp was so successful that another ESS grant was awarded for Math/Science Mania. Tutoring is now in place at both the high school and North Marshall Middle School. A Science Camp for 6th-graders is scheduled for June 1998, with Algebra Camp for freshmen to follow in July.

For more information about this program, phone Kathy Clark at Marshall County High School, (502) 527-1453.

# Standards Link Teaching Practices, Professional Development and Student Achievement

By Nancy LaCount  
Learning Strategies Consultant  
Kentucky Department of Education

Envision a group of teachers engaged in these activities:

- discussing the characteristics and needs of students and their work
- evaluating student performance — academic, social, emotional and physical — in relation to academic expectations and core content
- identifying the factors that have supported improved student performance
- examining what teachers know in relation to students' work
- participating in collaborative learning networks, the study of content knowledge and effective instructional practices, mentoring opportunities, job-embedded study, action research, virtual communities of learners, study groups, feedback and coaching — all in a continuous study of content knowledge and instructional practices.

This is professional development embedded in the job, as an integral part of the school day and extended over time. Such professional development is the key for teachers wishing to improve instructional practices that result in improved student performance. How can teachers make effective professional development choices?

Creating strong learning communities for students involves becoming a continuous learner and engaging in professional development activities that build in opportunities for inquiry, reflection and refinement. As teachers think about how to organize their own learning to increase student performance and individual growth, Kentucky's Experienced Teacher Standards for Preparation and Certification provide a framework for designing and selecting professional development activities that are meaningful to student learning and individual growth for teachers.

The Experienced Teacher Standards, adopted in June 1994 by the Kentucky Education Professional Standards Board, have been used for maintenance of a teaching certificate, for change in rank and for designing graduate courses of study. They also provide a useful tool for teachers to use when planning and selecting professional development opportunities. These standards extend the beginning teacher standards by identifying what effective experienced teachers know and do.

To use the Experienced Teacher Standards to guide intentionally planned, sustained activities for professional development, teachers can frame the standards with these questions:

What do I know about my students' performance in relation to established standards and the environment in which they learn?

What do I need to know to guide my students and improve the quality of their work?

What experiences will increase my understanding of content knowledge and help me improve my teaching and learning practices?

How do I engage in these experiences, and where are the opportunities?

What impact have my experiences had on student learning and my own professional growth?

Who can collaborate with me on improving my teaching and learning practices?

How do I infuse new knowledge and practices into my instructional routines?

Intentional learning in teaching involves frequent assessment of several factors: student work, the structure of the learning community in which students are expected to learn, and evaluation of content knowledge and teaching practices. It includes looking closely at the impact of teaching on student results and behaviors. The role of the teacher is to provide every student the opportunity

to learn and to provide structures for improved student performance. To that end, the view of professional development must shift to models that provide sustained, rigorous study of content and pedagogy to improve student results.



## A Summary of Kentucky's Experienced Teacher Standards

### The experienced teacher

- provides professional leadership within the school, community and education profession to improve student learning and well-being.
- demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.
- designs/plans instruction, introduces/implements/manages instruction, and creates a learning climate that develops or supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- assesses learning and communicates results to students and others with respect to these student abilities.
- collaborates with colleagues, parents and others to design, implement and support learning programs that develop these student abilities.
- reflects on and evaluates teaching/learning.
- evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

For a document listing the complete text of the nine standards plus their related performance criteria, call the Department of Education's Division of Professional Development at (502) 564-2672, e-mail [bwithrow@kde.state.ky.us](mailto:bwithrow@kde.state.ky.us) or visit [www.kde.state.ky.us](http://www.kde.state.ky.us) on the Internet.

# Unique Approaches Move Districts Away From 'Drill and Kill' Professional Development

By Faun S. Fishback  
Kentucky Department of Education

Throughout Kentucky, district administrators are finding that professional development doesn't have to be a one-day, "drill and kill" process.

Many Kentucky teachers receive professional development through a variety of on-the-job learning experiences that allow them to apply what they learn to school-based activities. Professional development is a continual process patterned to an individual work level that helps the teacher, a specialty area, the school faculty or all certified employees in a district. Professional development builds education leaders, supports student and teacher success, and leads to instructional improvement.

Several Kentucky districts are taking the lead with innovative professional development programs. Here are programs that have been successful for five school districts.

## Oldham County

The Oldham County School District has moved away from "single-focus" staff in its central office, said Associate Superintendent Charleen McAuliffe. An Instructional Support Services Team approach provides opportunities to help teachers and effect "deeper changes in instruction," she said.

McAuliffe, two directors of instruction, a special education director and a resource teacher comprise the team. They work directly with the 12 school faculties as primary contacts for certain schools and secondary contacts for others.

Team members have conducted school audits, following the STAR model to assess needs. "We try to get schools to identify their needs before they plan professional development so it can be aligned with curriculum and instruction," said team member Elizabeth Dick.

The team encourages a broader view of professional development than single-day workshops, Dick said. Consequently, teachers in Oldham County receive professional development in a variety of unique situations such as book studies and writing groups. They also meet with a district team member during their planning periods to discuss instructional topics, like open-response questions and writing instructional strategies.

"Teachers collaborating to align curriculum is professional development," Dick added. Recently, an entire elementary school faculty, facilitated by a central office team member, devised individual plans to raise the reading levels of 52 students who were reading two years below their grade level — not just to enhance KIRIS testing scores but to help ensure success for each student in middle school. This type of professional development allows teachers to identify instructional needs and address those needs instead of trying programs they think will work for students, McAuliffe said.

For more information on Oldham County's instructional team approach, contact McAuliffe or Dick at (502) 222-8880.

## Webster County

Teachers at Clay Elementary, a K-8 school in Webster County, do some of their professional development in small study groups. Principal Alan Lossner makes a reading assignment to his staff on topics ranging from effective schools to education leadership to school reform.

Teachers meet in teams of four for 30 minutes each month to discuss how they can put what they've read into practice. Each team records minutes of the discussion and turns them into Lossner.

During January, teachers at the school modeled new skills or instructional practices for one another using a strategy they have studied. The observing teacher critiqued the lesson and discussed how it could be used in other classrooms. "These are all things that can be done without spending an exorbitant amount of time, yet they help everyone grow as a professional educator," said Assistant Superintendent Mike Farris.

Farris can provide additional information on the study groups. Call him at (502) 639-5083.



Harrie Buecker, director of instructional support services for Oldham County Public Schools, demonstrates effective ways to work with students on writing portfolios as teacher Karen Theiss (foreground) observes.

Photo by Rick McComb



# Jenkins Independent

In addition to districtwide professional development sessions, the Jenkins Independent school board built one common planning day a month into its school calendar. These days without students give individual school staffs the opportunity to plan, review and share — to feel more like a family, said Suzanne Nash, head teacher at McRoberts Elementary.

Sharing is important to the staff at McRoberts. Teachers who have expertise in certain instructional areas are encouraged to take outside training and bring back what they've learned to share with the rest of the staff. "It's really important to ongoing professional development to have the opportunity to share," Nash said.

Instructional assistants often accompany teachers to workshops and conferences. "It gives the teacher extra support," said Nash, "and helps the assistants understand what we're doing."

These professional development efforts bring out the best in everyone, she added, and "that means success for our children." McRoberts Elementary is a Pacesetter school, which designates reward or successful status for the first two state assessment cycles.

For more information, call Nash at (606) 832-2323.

## Bourbon County

At Bourbon County, an action team approach to professional development is in its third year. In this approach, teachers and administrators team up in small groups to research and explore problems and develop solutions. Each team's action is guided by school or district plans. Teachers and administrators may opt to form new groups each year or stay with the same groups, set new goals or continue with the same goals.

In one example of problem solving, a middle school team decided to find a way to raise student scores in reading. Determining that test scores might improve if students had a better understanding of literary forms, the team published a book on literary terminology. Because all Bourbon County middle school teachers — not only those in language arts — teach reading, this book helps standardize reading instruction and increases the teaching comfort level for teachers in mathematics, science, social studies and other areas.

Action teams often split into topics that branch off from their original goals. This, and the fact that teachers choose their own areas of study, gives teachers a continual growing process that is relevant to what they are doing in their classrooms. An evaluation process holds action teams accountable for their time and progress and assists with identifying new problems and setting directions. Teams share their results and progress each month with the local board of education and school councils.

District representatives report that this personalized means of professional development has met considerable success in the classroom — success they say is reflected in student scores on state tests. Other districts are taking note and calling on Bourbon County educators to conduct workshops on the action team professional development program.

For more information, call Jack Tucker, secondary instructional supervisor, or Rubelee Banta, elementary instructional supervisor, at (606) 987-2180.



Photo by Rick McComb

**Teachers' aide Sherrie Bailey (left) works with Britney Bryant while teacher Lucille Bentley helps Holly Meeks at McRoberts Elementary. The school's instructional assistants often accompany teachers to professional development workshops and conferences.**

## Kenton County

Three years ago, the Kenton County School District began its Instructional Leadership Training Program. Principals, assistant principals, counselors and district administrators — 68 education leaders — were brought together to learn new ways of thinking and doing that would improve student achievement.

If instructional leaders change their behavior, they will impact teachers and other staff for change, and that change will impact student instruction, said Joyce Fortney, assistant superintendent for academic affairs. That appears to be just what is happening, she added. A recent survey shows that principals, in particular, are working more collaboratively with their peers and faculties and are looking beyond individual schools to effect change across the district. "They are not just putting Band-Aids on problems," Fortney said, "but are making long-term changes to help teachers help students learn."

Program participants sometimes are divided into three groups according to schools that feed the district's three high schools: Dixie Heights, Scott and Simon Kenton. This allows the groups to concentrate on the specific needs of all students to ensure smooth transition from elementary to middle school to high school. Using this structure, the 68 leaders are empowering their faculties, families and students to work together, guided by the district's and schools' consolidated plans, to help teachers and, most importantly, help students improve.

At the building level, the administrators and teachers are working collaboratively to study school cultures, look at the needs of all students — from at-risk to gifted — and acquire new learning through study groups. The program is funded by combining money from professional development and local funds and from Title I, Goals 2000 and Title IV grants.

For more information about the Instructional Leadership Training Program, call Fortney at (606) 344-8888.

# Chart Your Own Professional Growth

By Anne Moll  
Consultant for Instructional Strategies  
Kentucky Department of Education

One of the most important aspects of professionalism is self-directed, continual personal and professional growth. Use this pull-out planning map to chart your own course to professional excellence. Keep it handy and refer to it often as you plan, implement and evaluate your professional growth. For assistance or to participate in action research based on this chart, phone Anne Moll at (502) 564-2672.

Use this chart to map an effective, self-directed professional growth plan.

## My Professional Growth Plan

### To begin, follow these steps:

1. Read each horizontal row of attributes from left to right. As you read each row, use a felt-tipped marker to color the box that best describes where you are NOW in professional growth practices. Put today's date in the box.
2. In each row, mark where you want to be in this attribute two years from now.
3. Look carefully at each row and decide which attributes you want to work on first. Place a star next to the one(s) you plan to address during 1998-99.
4. In the "priority" column, write a measurable goal for each of the attributes you have chosen.
5. Brainstorm alone or with others to identify strategies that will help you reach your goal. Write those strategies in the "strategies" column.
6. Decide how you will measure your progress — how you will know you have met your goal. Write that in the "evaluation" column.
7. Evaluate your progress throughout the year. At the end of one year, start again with Step 1 to make plans for the second year. And so on.

Now you've charted your own professional development course! This is *your* plan, but you and others in your school may want to share plans with each other to evaluate common needs and work toward schoolwide professional development planning.

### From Ineffective Professional Development Attributes . . . . .

I depend completely on my school or school district to research and acquire professional development for my growth.	I depend a lot on my school or district to research, implement and evaluate professional growth but do some of this on my own.	I am self-directed in my professional growth.
I use one type of learning experience (such as school-provided inservice) as my primary resource for professional development.	I use a few different types of experiences for professional development (such as inservice and informal discussion with peers).	I use several types of professional development experiences.
My learning requirements are defined for me by the school or district.	Few of my professional and personal learning requirements are taken into consideration for my professional development.	I define my own learning requirements.
Individual growth objectives, professional development plans and evaluations are defined for me by my school or district.	I have a little input on individual growth objectives, professional development plans and evaluation.	I have input on my professional development objectives, plans and evaluation.
I do not organize my professional development around my knowledge, skills or needs.	I organize a little of my professional development around my knowledge, skills or needs.	I organize my professional development around my knowledge, skills and needs.
The professional development I select provides information or learning from one perspective.	I sometimes select professional development that provides new learning from a different perspective.	I often select professional development that provides new learning from a different perspective.
I have no criteria by which I measure my professional growth.	I use a few criteria to measure my professional growth.	I use many criteria to measure my professional growth.
I attend "sit-n-git" inservice that I do not apply to my professional experiences.	I sometimes participate in professional development but rarely apply what I have learned.	I often participate in professional development and apply what I have learned.
I participate in the minimally required inservice, prefer not to try new things and do not seek feedback from others on my professional growth.	I sometimes seek out new professional experiences or ask for professional growth feedback.	I seek out new professional experiences and ask for feedback on my professional growth.



# Professional Development Course

ected, continual path to personal and professional growth.

## Growth Plan for 1998-2000



. . . to Effective Professional Development Attributes		My Goal for This Attribute	My Strategies to Address Priorities	Evaluation: How I Will Know I've Met Goals
omewhat independent. I research, and evaluate most of my professional	I am an independent learner, researching, implementing and evaluating my own professional growth.			
me learning resources for professional nt (for example, journals, inservice, ).	I use a variety of learning resources (such as networking, collaborating, using technology, reading) to develop professionally.			
some of my professional and personal professional development.	I define my own learning requirements based on my current professional and personal needs.			
some input on individual growth professional development plans and	I identify my professional growth objectives, plan my learning program and evaluate my progress on those objectives.			
re some of my professional development knowledge, skills and needs.	I organize my learning based on my level of knowledge, skills and needs.			
select professional development that w learning from different perspectives.	I select my professional development to expand my ability to look at problems or new learning from a variety of perspectives.			
criteria by which I measure my l growth but rarely apply it to my new periences.	I have specific criteria by which I measure my professional growth and apply them to new learning experiences.			
participate in professional development d sometimes apply what I have learned.	I participate actively in professional development experiences and model the learning within my professional environment.			
for new growth experiences, sometimes nd solicit feedback on my professional	I am a confident learner searching for continuous professional growth. I am ready to take risks for the sake of learning and willing to seek and accept appropriate feedback.			

# How Will I Know Effective Professional Development When I See It?

By Fran Salyers  
Kentucky Department of Education

Wouldn't it be great if somebody would make a list of professional development opportunities that work every time, in every place, in every situation? Teachers and administrators could just choose from the list and expect success.

The truth is, says Department of Education professional development director Tom Peterson, there is no consensus about "best practices" in professional development. "While we all agree that teachers are key to improving student learning, sometimes the professional development practices that work well in one school may not be effective in another."

Still, said Peterson, there are elements to look for when designing or choosing opportunities to improve instructional skills and, as a direct result, boost student achievement. To support school districts, schools and individual educators as they make professional development decisions, the Department of Education has grouped these elements into a document.

## Highlights From "Professional Development Benchmarks of Effectiveness"

**A. Standards for educational leadership, evaluation, instruction and specific content areas are reviewed, considered and integrated into all professional development.**

- Program designers use local, state, national or organizational standards as reference points, and participants understand the source of the standards.
- Professional development providers incorporate standards into their programs, and the standards link to the program's goals.
- The implementation of the professional development furthers the application of the standards.

- Program participants attain the standards set.
- Evaluation criteria are based on clearly defined standards.

**B. Preparation (preservice) and continual (inservice) professional development is embedded in the context of the individual's work and focused on designs and strategies that support student and teacher success.**

Preservice practices and experiences

- are grounded in practices that address diverse student needs.
- are strongly connected to Kentucky education initiatives.
- use a variety of approaches to curricular content.
- provide strategies and practices directly applicable to the classroom.

Continual professional development opportunities and experiences

- translate directly into daily professional practice and understanding about how young people learn.
- are derived from and based on student performance and on individual and group needs.
- appropriately involve participants in needs assessment, planning/development, delivery and evaluation of programs and experiences.
- are rooted in Kentucky's education initiatives, standards and core content areas.
- provide multiple delivery and learning options for participants.
- require a variety of follow-up opportunities such as mentoring, networking, implementing and evaluation.

**C. Schools become genuine learning organizations, aligned for individual student and teacher success, by the effective and productive use of people, time, money, facilities, materials and community programs.**

An effective learning organization has

- a commitment to the development of each individual's personal mastery of goals.
- professional development that builds on-site expertise.
- strategies that support improved teacher practice and student learning and achievement.
- a vision that is a driving force of change and improvement.
- integrated thinking and performance at all levels.
- an increase in the ability to create that which the organization could not create before.

An organization aligned for individual student and teacher success has

- a shared vision establishing the course to excellence.
- systemic thinking toward the shared vision.
- strategies, practices, systems and resources supporting the shared vision.
- a variety of integrated and coordinated activities that further a common mission at all levels.

The complete "Professional Development Benchmarks of Effectiveness" is available on the World Wide Web ([www.kde.state.ky.us](http://www.kde.state.ky.us)); from district professional development coordinators; or from Janet Stevens in the Department of Education's Division of Professional Development, 500 Mero St., Frankfort, KY 40601; (502) 564-2672; e-mail [jstevens@kde.state.ky.us](mailto:jstevens@kde.state.ky.us).

## A Glossary of Selected Professional Development Terms

**Alignment** — the focus and integration of the organization's strategies, practices, systems, structures and resources to support and maintain a shared vision

**Designs and Strategies for Student Success** — skills, content, behaviors

**Designs and Strategies for Teacher Success** — communication, content, learning strategies, skills, behaviors

**Embedded** — naturally occurring; almost invisible as a separate entity

**Integrated** — referenced throughout the professional development process; during the initial design, implementation and evaluation of the program

**Learning Organization** — "an organization where people continually expand their capacity to create results they truly desire, their future, where new and expansive patterns of thinking are nurtured, when collective aspiration is set free, and where people are continually learning to learn how to learn together" (Peter Senge)

**Standard** — an acknowledged measure of comparison for quantitative or qualitative value; criterion, norm; an object that under specific conditions defines, represents or records the magnitude of a unit; a degree or level of requirement, excellence or attainment (The American Heritage Dictionary)

# Teachers See Professional Growth Through Peer Coaching Program



**By Faun S. Fishback**  
Kentucky Department of Education

Three years ago, volunteers in the Hardin County Peer Coaching Program weren't quite sure what they were getting into. It didn't take long, three teachers say, to find out that this one-on-one professional development program would be one of the most enriching of their careers.

"It has made me a better teacher," said Meadow View Elementary preschool teacher Brenda Tucker. "I feel better about my skills because I know I'm keeping abreast of the changes in education."

"It's provided fantastic networking," said Terrie Morgan, a primary teacher at Woodland Elementary, a designated peer-coaching school. "I've really enjoyed getting to know other teachers in the county and finding that good teaching methods can be used at any grade level, any subject."

"It's the best program I've ever been through," added Laura McGray,



**Primary students surround teacher Terrie Morgan.**

of training modules for participants, working in pairs, under the facilitation of an education consultant. Teachers selected topics they wanted to know more about, such as cooperative learning, multiple intelligences and classroom management. This year, each pair has selected its own course of study, using the consultant only when necessary.

Teachers agree to help one another improve their teaching; each member of the pair has opportunities to be the coach. After training, each teacher designs a lesson and models it for the peer coach. The peer coach observes what is being taught, takes notes and provides constructive feedback.

"The peer coaching is not judgmental," said Morgan. Instead, the teachers look at the coach's observations and identify behaviors and strategies the teacher demonstrated. Together they analyze the lesson and decide what worked and what didn't. They devise a professional growth plan that lists actions the teacher will

take to improve the lesson and how the coach will support the teacher in completion of the plan.

Morgan, McGray and Tucker agree that the one thing stopping many from participating in peer coaching — having another teacher in the classroom — is the very strength of the program. All three have come to expect collaboration with a colleague and feedback from that colleague to help them improve their teaching.

"Without someone coming to observe, my heart was in the right place, but the follow-through wasn't there," said Morgan, who peer coaches with her two primary team members. "Peer coaching is different. You actually do what you've studied at least once. Peer coaching forces you to use the methods in your classroom. The more I use something, the more I enjoy doing it."

"I like being able to observe one another and receive feedback in constructive ways," said Tucker, who is paired with an elementary teacher. "This professional development is focused on things that meet my needs as a teacher," she added.

Participants are trained as coaches and as trainers who will help keep the program going in Hardin County for years to come. "Peer coaching helps establish a support system that will be there for new teachers coming along," said McGray, who is paired with another North Hardin High English teacher. "They will be able to tap into our ideas and lesson plans."

For more information about the Hardin County Peer Coaching Program, contact Connie Goff, director of training and evaluations, at (502) 769-8800.



**English teacher Laura McGray discusses Dante with student Mary Channakhone.**

North Hardin High School senior English teacher. "It's been a wonderful opportunity to learn the newest, front-running elements of education, to be able to implement them in my classroom and to get feedback."

Simply put, peer coaching is teachers helping teachers — both new and experienced. The Hardin County program provided two years



**Teacher Brenda Tucker (with clipboard) observes and makes notes on the classroom strategies of her peer coaching program partner, Karen Smallwood (centered in the doorway).**





# RESOURCES

## for Life-Long Professional Development

### TELEVISION AND VIDEO RESOURCES

#### KET Star Channels Professional Development Package

Districts may register for the entire KET Professional Development package or choose topics. Contact Darlene Carl at Kentucky Educational Television, 600 Cooper Drive, Lexington, KY 40502; (800) 432-0951; or visit [www.ket.org](http://www.ket.org).

#### Department of Education Videos

These following videos are available for \$15 each from Windy Newton in the department's Office of Communications and Planning, 500 Mero St., Frankfort, KY 40601; [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us); (502) 564-3421.

**"Update: Balancing Individual and Organizational Needs"** (January 1996) — Identifies ways to balance the needs of individuals and the school system during professional development planning.

**"Tools for Change"** — Looks at core curriculum, curriculum redesign, professional development, structure, organization and scheduling.

### ASSISTANCE

The directors or professional development coordinators (PDCs) at the following offices are links to programs that meet local needs.

#### Education Cooperatives

Badgett Regional Center for Educational Enhancement, Madisonville; Jane Martin, Director; Brenda Glover, PDC; (502) 821-4909

Central Kentucky Education Cooperative, Lexington; Stephen Henderson, Director; (606) 257-3244

Green River Regional Educational Cooperative, Bowling Green; Liz

Storey, Director; Teresa Tarter, PDC; (502) 745-2451

Kentucky Educational Development Corp., Ashland; Stan Riggs, Director; Pam Middleton, PDC; (800) 737-0204

Kentucky Valley Educational Corp., Hazard; Ted Edmonds, Director; (606) 439-2311

Northern Kentucky Educational Cooperative, Highland Heights; Laura Thompson, Director; Carla Belcher, PDC; (606) 442-3510

Ohio Valley Educational Cooperative, LaGrange; John Rosati, Director and PDC; (502) 222-4573

Southeast/Southwest Educational Cooperative, Richmond; Billy Thames, Director and PDC; (606) 622-2755

West Kentucky Educational Cooperative, Murray; Jayne Crisp, Director; Jean Hurt, PDC; (502) 762-6965

#### Department of Education Regional Service Centers

Region 1, Murray; Doralyn Lanier, (502) 762-3217

Region 2, Bowling Green; Jamie Key, (502) 745-6550

Region 3, Louisville; Shirley Anderson, (502) 485-3291

Region 4, Covington; Joyce Winburn, (606) 292-6778

Region 5, Lexington; Susan Nichols, (606) 257-4907

Region 6, Corbin; Gary Perkins, (606) 523-9821

Region 7, Morehead; Karen Hamilton, (606) 783-5372

Region 8, Prestonsburg; Carol Stumbo, (606) 886-0205

### MORE STATE RESOURCES

The following resources are available from the Department of Education, Division of Professional Development, 500 Mero St., Frankfort, KY 40601; (502) 564-2672; [jstevens@kde.state.ky.us](mailto:jstevens@kde.state.ky.us).

**Kentucky Department of Education Conceptual Framework for**

**Professional Development (1994-96)** — the beliefs, models and strategies of effective professional development; the direction of professional development planning

**Professional Development Resource Organization List** — from the ERIC Review, Winter 1995

**World Wide Web ([www.kde.state.ky.us](http://www.kde.state.ky.us))** — master calendar of professional development opportunities; academic villages (see box); a wealth of materials for consolidated planning; and more

### Professional Development at Your Fingertips

Expansions in hardware, software and capabilities of the Kentucky Education Technology System mean high-quality, interactive professional development opportunities can be as close as your computer or video monitor. Check out some of the ways technology can help you meet your own goals through "virtual professional development."

#### Available Now

**Academic Villages** — Tap the latest research, get strategies for instruction or school management, compare notes with other professionals and, if necessary, scream for help! Go to [www.kde.state.ky.us/bmss/oet/dcass/av/av2.html](http://www.kde.state.ky.us/bmss/oet/dcass/av/av2.html).

**Online Chat Sessions** — Teachers from anywhere can meet online for a real-time, interactive conversation to develop and exchange ideas.

**Kentucky Telelinking Network** — KTLN connects people via television so people at all locations can see, hear and interact with each other.

**E-mail** — Individual and collective e-mail can make professional development a long-term, sustained experience, not a one-time event.

#### Coming Soon

Not close to a KTLN site? Soon you'll be able to hear the sessions live via the Internet.

Video excerpts from KTLN sessions and other professional development activities will be available on the Web for you to view at your convenience.

WebQuest activities will guide you through focused, online research and activities for professional development credit. Watch for the introduction of this new initiative during the Kentucky Education Technology Conference, March 5-8 in Louisville.

For more information about these and other electronic opportunities for professional development, talk with the technology coordinator in your school or district, contact the KETS coordinator at your regional service center or contact Jana Hickey of the Department of Education's Office of Education Technology at (502) 564-7168; [jhickey@kde.state.ky.us](mailto:jhickey@kde.state.ky.us).

#### Tell Us About Your 'Virtual PD' Experiences

If you, your school or your district have tapped these or other electronic resources for professional development purposes, *Kentucky Teacher* wants to hear about your experiences (and feature some of them in future issues). Please contact Fran Salyers, 1919 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; (502) 564-3421; [fsalyers@kde.state.ky.us](mailto:fsalyers@kde.state.ky.us); fax (502) 564-6470.

# Teachers Urge Their Peers to Embrace Consolidated Planning

*The consolidated planning process, which calls for schools to develop a master improvement plan by conducting extensive needs assessments, analyzing data and answering questions about curriculum and instruction, is in full swing in Kentucky schools and school districts. On this page, five teachers offer their thoughts on teacher involvement in the process. Their comments have been edited to fit the page. For their complete statements, see the February issue of Kentucky Teacher Online at [www.kde.state.ky.us](http://www.kde.state.ky.us).*

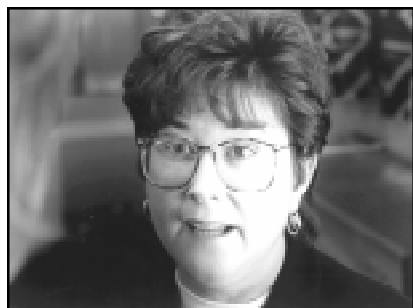


Photo by Rick McComb

## Pat Roenker

School-to-Work Teacher  
Scott High School  
Kenton County

*Editor's Note: As members of the governor-appointed Educational Improvement Advisory Committee, Pat Roenker and Marsha Maupin have reviewed many school improvement plans. Their statements reflect their experiences with that committee.*

Perhaps you would like to buy materials, take your class to visit a local business or attend a promising professional development workshop. But you think you can't because there is "no money." Right?

*Wrong!* There may be money for these things and more. The problem is that we, as teachers, aren't aware of these funds. What is your school doing with Title I,

Title II, Tech Prep, Goals 2000, School-to-Work or other federal dollars? Teachers are finally becoming involved in the decision-making process to determine how these funds are spent.

Fellow teachers: Start asking questions and getting involved in the consolidated planning process. You might be surprised at how much money there is and how it's being spent. The consolidated planning process is truly empowering teachers.

## Marsha R. Maupin

Title I Mathematics Resource  
Teacher  
Silver Creek Elementary  
Madison County

If I am to meet the diverse needs of my students, I must know about the best instructional practices, programs, resources and materials available. The consolidated planning process is one way to pull all of those pieces together.

For the first time, teachers will have access to all information concerning programs that impact the school and ultimately student achievement. The consolidated planning process distributes the leadership and responsibility for student learning among administrators, teachers, parents and the community so that wise decisions can be made.

## Susie Watkins

Primary Teacher  
South Heights Elementary  
Henderson County

With increased say in all the aspects of our schools come increased responsibility, accountability and workload. However, I see some relief on the horizon. In consolidated planning, we gather the data, analyze it and use it to

increase our effectiveness. Consolidated planning allows us to develop a living and workable document. Rather than expend our energies on writing multiple plans for single purposes, we can develop one plan to meet all of our needs. Teachers, we can develop a plan that works for US!

I hope that as teachers we can embrace this idea. It just makes sense. Sometimes plain old-fashioned common sense is the best solution to even the most complex problems.

## Pat Brock

Communications Teacher  
Minors Lane Elementary  
Jefferson County

Teachers are aware of the strengths and needs of the students and the strategies to address those needs. Teachers have a wealth of information regarding the teaching-learning process, and being involved in consolidated planning provides teachers the opportunity to use this information.

Through this process, teachers are empowered to work in focused, supportive teams toward a common purpose to determine what the changes will be and how they will be implemented. Collaborative planning sessions produce a greater number of ideas, materials and methods.

This process allows teachers a sense of ownership and security knowing there is input in a plan that directly affects our role as classroom-level implementers. Who better to know what is happening at the school than the classroom teacher?



Photo by Rick McComb

## Eileen H. White

Language Arts Teacher  
Christian County Middle  
School

Christian County Middle School is known as the school that will try anything once. Such has been our attitude toward consolidated planning.

From involvement in the STAR program (the framework used by Kentucky's distinguished educators to assist schools in meeting their goals), we had learned how important it is to assess needs, identify resources and plan for our school's future. The transition to consolidated planning was an easy one for us.

We have had our problems: the acquisition of needs data and available time. We have also had our successes, most notably the tremendous buy-in by even the most hard-to-change faculty members. We have seen new leaders emerge. We have begun to apply previously untapped creativity to the real needs at our school. The sense of ownership and responsibility that the process dictates has made it easy for the faculty to step up and take part.

For more information about consolidated planning, visit [www.kde.state.ky.us](http://www.kde.state.ky.us) on the World Wide Web or contact project coordinator Debbie McDonald at (502) 564-2116 or [dmcdonal@kde.state.ky.us](mailto:dmcdonal@kde.state.ky.us).



# Kentucky Education News

## 4 More Kentucky Teachers Earn National Certification

Four Kentucky teachers are among 317 teachers to earn certifications from the National Board for Professional Teaching Standards (NBPTS) this year.

The four are Patricia Goetz, Ludlow Independent (Middle School/Generalist); Barbara Martin, Ludlow Independent (Early Adolescence/English-Language Arts); Frances Peterson, Russell Independent (Early Adolescence/Generalist); and Julie Tallent-Chan, Jefferson County (Early Adolescence through Young Adulthood/Art).

To earn NBPTS certification, teachers demonstrate their knowledge and skills through a year-long series of performance-based assessments including teaching portfolios, student work samples, videotapes and rigorous analyses of their classroom work and student learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.

National board certification is open to anyone who holds a baccalaureate degree from an accredited institution, has completed three years of successful teaching and has held a valid state teaching license for those three years.

The four Kentucky teachers are now eligible to receive Kentucky's Rank I teaching certification if they currently hold Rank II status.

The addition of the four means that five nationally certified teachers now teach in Kentucky public school classrooms. Already nationally certified was Lynn Hines, a middle school teacher in the Bowling Green Independent district. Since 1987, nearly 1,000 teachers nationwide have earned National Board Certification.

The National Board for Professional Teaching Standards is a non-profit, independent organization whose mission is to establish high standards for teachers and operate a national, voluntary certification system to assess and certify teachers who meet these standards.

## High School Journalism Group Schedules First State Convention

The Kentucky High School Journalism Association will hold its first statewide convention on March 27 at the Radisson Plaza in downtown Lexington. The event will feature presentations and critiques for newspaper, yearbook, broadcast and online journalism staffs and teachers. The organization, launched at the start of the 1997-98 school year as a resource for journalism teachers and students, will also recognize outstanding school administrators for their support of high school journalism.

Because of limited meeting space, KHSJA recommends early registration. KHSJA has mailed registration information to the journalism advisors at each school. For details, call Lisa Carnahan at the Kentucky Press Association, (502) 223-8821, or e-mail [lcarnahan1@aol.com](mailto:lcarnahan1@aol.com).

## KET Announces Programs for March

Kentucky Educational Television offers teachers an array of professional development seminars by subscription on its Star Channels. Here's a sample of the programs planned for broadcast in March:

- Three new economics education programs from EconomicsAmerica
- Tennis Coaching Clinic: Doubles
- High School Math and Block Scheduling
- Library Power III
- Weaving the National Standards into Foreign Language Learning (Part 3)
- Different Ways of Knowing: Part 3, Curriculum Alignment Issues

### Free to Schools . . .

Evaluating Your Professional Development: Insights From Current Kentucky Research — March 26 at 4 p.m. ET (Funded by the Pew Charitable Trust)

For details, call KET Professional Development toll free at (800) 432-0951. For additional KET professional development information, go to KET's home page on the World Wide Web ([www.ket.org](http://www.ket.org)).

## Prepare Now for Weather Emergencies

What would you do if rising rivers and streams threatened to flood your community during the school day? What is the best strategy for protecting students and staff when a tornado is approaching? For many Kentucky educators, these questions are no longer hypothetical.

March is Severe Storms Preparedness Month in Kentucky. The Kentucky Disaster and Emergency Services agency has scheduled a number of activities throughout March to help citizens prepare, respond and recover from tornadoes, floods and other natural disasters. The agency requests that all schools participate in a statewide severe weather drill scheduled for 10 a.m. Tuesday, March 10 (alternate date, March 13).

DES has sent information about this drill and other severe storms preparedness activities to the disaster and emergency services director in each county. Additional information and assistance are available from Don Armstrong at (502) 564-8611.

## KIRIS Kids Club Gets 'Bossy' With Principal

Paducah Independent's McNabb Elementary has started a select student club that youngsters are just writing to get into!

About 26 4th- and 5th-graders have made it into Principal Kim Fleming's "KIRIS Kids Club" by scoring a 3 or 4 — proficient or distinguished — on practice essay questions for the KIRIS tests.

Club members have lunch with the principal weekly. They review the merits of a good test answer with this acronym: "R.U. BOSSY?"

Read and re-read the question.  
Underline the important words.  
Brainstorm ideas for the answer.  
Organize your thoughts.  
Sentences should be complete.  
Support answer with details.

Yes! My answer is accurate and complete!

Soon, advanced club members will begin "peer coaching" with classmates to help them get into the club.

Fourth-grader Sherece Hamilton was one of the first students to make it. "Some of my friends are going to take the test again to see if they can get in," she said.

The goal, of course, is to prepare the students to score real 3's and 4's on KIRIS exams in the spring.

*Reprinted with permission from Candle Lighter, November 1997; Paducah Board of Education; Dona Rains, editor. For more information, phone Kim Fleming at (502) 444-5750.*



# Bulletin Board

## Feds Put Resource Guide on the Web

For the first time, the latest update of the Guide to U.S. Department of Education Programs and Resources is on the World Wide Web ([web99.ed.gov/GTEP/Program2.nsf](http://web99.ed.gov/GTEP/Program2.nsf)). In addition to a full-text search option, the new guide organizes descriptions of department programs by topic, office, eligibility factors and education level served.

The guide does not list opening and closing dates for grant applications under those programs. For that information, keep an eye on [ocfo.ed.gov/fedreg/announce.htm](http://ocfo.ed.gov/fedreg/announce.htm).

CONTACT: Wilma Bailey, Cindy Balmuth, Peter Kickbush or Kirk Winters, U.S. Department of Education, [kirk\\_winters@ed.gov](mailto:kirk_winters@ed.gov)

By Lisa York Gross  
Kentucky Department of Education

## KMSA Conference Set for October

Middle school educators are invited to the Kentucky Middle School Association's annual conference, set for Oct. 22-24 at the University Plaza in Bowling Green. The conference theme is "Middle Matters." Sessions will provide information on curriculum, discipline and other issues that affect middle schools. Heidi Hayes Jacobs, a noted national curriculum consultant, will host a workshop on curriculum design and instructional strategies.

CONTACT: Executive Director Donna Smith, 8202 Fenwick Farm Place, Louisville, KY 40220; (502) 239-4123; [dsmithkmsa@aol.com](mailto:dsmithkmsa@aol.com)

## Shakespeare Alive! Travels Kentucky

The Kentucky Shakespeare Festival offers its touring performance to schools in Kentucky, Indiana, West Virginia and Tennessee. Shakespeare Alive! introduces students to the power of Shakespeare's language through performance. Actors perform scenes from *Much Ado About Nothing*, *Macbeth*, *Love's Labours Lost* and other plays. The scenes help students identify the Bard's work with their everyday lives. In this year's tour, students are asked to explore the maxim "actions speak louder than words."

CONTACT: Brandi Smith, Associate Artistic Director, Kentucky Shakespeare Festival, 1114 South Third St., Louisville, KY 40203; (502) 583-8738; [hamlet@kyshakes.org](mailto:hamlet@kyshakes.org)

## AEL Institute Will Cover Integration, Standards and Assessments

The Appalachian Education Laboratory (AEL) invites school and district personnel to Interdisciplinary Teamed Instruction Institutes scheduled for June 22-26 in Lexington and July 13-17 in Nashville. AEL designed the institutes to provide professional development in curriculum integration, standards-based instruction, alternative assessments and school-to-work strategies. Session presenters will focus on curriculum design, team building and multiple assessment strategies. Some team scholarships are available.

CONTACT: Becky Burns, AEL, PO Box 1348, Charleston, WV 25325-1348; (800) 624-9120; [burnsr@ael.org](mailto:burnsr@ael.org)

## Domestic Violence Training Available

Training on the dynamics and effect of domestic violence on children and families is available for districts and schools from the state Office of the Attorney General. The training, offered free of charge, covers safety issues for school personnel and victims, mandatory reporting and services available to victims of family violence. Presentations can be tailored to include specific local concerns.

CONTACT: Tamra Gormley, Director, Victims Advocacy Division, Office of the Attorney General, 10224 Capital Center Drive, Frankfort, KY 40601; (800) 372-2551 or (502) 696-5312

## Grants for After-School Projects Are Available

A program providing help to rural and inner-city public elementary and secondary schools for after-school projects has been expanded for 1998. The 21st Century Community Learning Centers program has \$40 million to award to schools or to consortia of schools or education agencies.

The funds may be used for planning, implementing or expanding after-school projects to benefit the educational, health, social services, cultural and recreational needs of the community. As many as 300 grants averaging \$100,000 and ranging from \$35,000-\$200,000 will be awarded.

The deadline for applications is March 9. Mail written requests for applications to Amanda Clyburn, U.S. Department of Education, Office of Educational Research and Improvement, 555 New Jersey Ave., NW, Washington, DC, 20208-5644; Attn: 21st Century Center Learning Centers. Fax requests to (202) 219-2198.

## Conference to Emphasize Partnerships Among Schools, Families, Communities

The Kentucky Association of Student Assistance Professionals will hold its annual conference Feb. 26 and 27 in Louisville at the Club Hotel by Doubletree, Bluegrass Parkway at I-64. Workshops will reflect the conference theme, "Schools, Parents and the Community: Making a Difference Together."

The conference is designed for school administrators, board members, counselors, teachers, student assistance professionals and community members. To request a brochure, contact Susan Kocher, Maloney Center, 1200 Shelby St., Louisville, KY 40203; phone (502) 636-0296.

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# 'Inside Kentucky Schools' Wins National Award of Distinction

The Department of Education's video magazine, "Inside Kentucky Schools," has won the Award of Distinction in The Communicator Awards 1997 Television Commercials/Programs and Video/Films competition.

The Award of Distinction recognizes "Inside Kentucky Schools" as a project that exceeds industry standards in conveying a company's or organization's message. The award places the video magazine in the top 30 percent of the 2,912 projects entered by video production companies, corporate communication departments, government agencies, broadcast and cable television operations, advertising and public relations agencies and other entities throughout the nation.

The Department of Education's Division of Media Services produces the program. The division staff includes director Tacy Groves; producers J.W. Ballman, Doug Crowe, Clint Goins and Rhody Streeter; and assistant Donna Frost.

Watch "Inside Kentucky Schools" on the second and fourth Saturdays of every month at noon ET (11 a.m. CT) on KET. The program is also presented on KET's Star Channels 709 and 710 at 4 p.m. ET (3 p.m. CT) on Mondays following the Saturday broadcasts.

For a list of features scheduled for each program, visit the Department of Education's Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)). To submit suggestions for future programs, phone Doug Crowe at (502) 564-3421 or (800) 533-5372 or e-mail [InsideKentuckySchools@kde.state.ky.us](mailto:InsideKentuckySchools@kde.state.ky.us).

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for Communications and Planning	
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Editor . . . . .	Fran Salyers
Copy Writers . . . . .	Sharon Crouch Farmer, Faun S. Fishback, Lisa York Gross
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# Kentucky Teacher

News for the Nation's Most Innovative Educators

February 1998



**RAPT Attention—Preschool teacher Brenda Tucker reads to an attentive audience at Meadow View Elementary School in Hardin County. Tucker is one of os several teachers participating in the district's Peer Coaching Program. See Story on Page 11.**

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